**Instructional Coaching Innovation Configuration 1**

**Component: Cognitive CoachingSM**

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| **Desired Outcome 1.1: Demonstrates a deep understanding of the elements of a planning, reflecting, and problem-resolving conversation.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coaching a planning conversation attempts to follow the map and may include: clarifying a goal, specifying success indicators, anticipating approaches, establishing a personal learning focus, and reflecting on the process. Coach may use laminated maps as a scaffold. |  | Coaching a planning conversation follows the map and includes: clarifying a goal, specifying success indicators, anticipating approaches, establishing a personal learning focus, and reflecting on the process. |  | While engaged in a planning conversation, coach exhibits holonomy, exemplifies automaticity, anticipates and responds to cues of coachee, and moves fluidly and purposefully through a planning conversation map. Coach recognizes need to switch to a different coaching conversation based on cues from coachee. |
| Coaching a reflecting conversation attempts to follow the map and may include: summarizing impressions, analyzing causal factors, constructing new learning, committing to application, and reflecting on coaching. Coach may use laminated maps as a scaffold. |  | Coaching a reflecting conversation follows the map and includes: summarizing impressions, analyzing causal factors, constructing new learning, committing to application, and reflecting on the process. |  | While engaged in a reflecting conversation, coach exhibits holonomy, exemplifies automaticity, anticipates and responds to cues of coachee, and moves fluidly and purposefully through a reflecting conversation map. Coach recognizes need to switch to a different coaching conversation based on cues from coachee. |
| Coaching a problem-resolving conversation attempts to include pacing and leading, asking questions for cognitive shift, paraphrasing for shift conceptual focus, and/or using an outcome structure to shift the focus from third party to the person being coached. Coach may use laminated maps as a scaffold. |  | Coaching a problem-resolving conversation includes pacing and leading, asking questions for cognitive shift, paraphrasing for shift conceptual focus, and/or using an outcome structure to shift the focus from third party to the person being coached. |  | While engaged in a problem-resolving conversation, coach exhibits holonomy, exemplifies automaticity, anticipates and responds to cues of coachee, and moves fluidly and purposefully through a problem resolving conversation map. Coach recognizes need to switch to a different coaching conversation based on cues from coachee. |
| **Desired Outcome 1.2: Understands the intentions and purposes of the three support functions and navigates them effectively** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach is able to define the intentions and purposes of the three support functions (coaching, collaborating, consulting). Coach is aware of the support functions and sometimes uses coaching terminology with others. |  | Coach understands and conveys to others the intentions and purposes of the three support functions (coaching, collaborating, consulting). Coach attempts to be transparent about the support functions by using coaching terminology with others. |  | Coach has a deep understanding and is able to elaborate to others the intentions and purposes of the three support functions (coaching, collaborating, consulting). Coach is transparent about the support functions and consistently uses coaching terminology to promote schema about support functions. |
| Coach frequently consults or collaborates with teachers. Coach attempts to use Cognitive Coaching as a default support function. |  | Coach sometimes defaults to Cognitive Coaching in interactions and shifts to other support functions when he/she notices cues from coachee. |  | Coach consistently defaults to Cognitive Coaching in all interactions and moves fluidly between the support functions when he/she notices cues from coachee. |
| **Desired Outcome 1.3: Skillful use of Cognitive Coaching tools** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach uses pausing, paraphrasing (three levels of paraphrasing), posing questions (elements of mediative questions) at a Consciously Incompetent level. |  | Coach uses pausing, paraphrasing (three levels of paraphrasing), posing questions (elements of mediative questions) at a Consciously Competent level. |  | Coach uses pausing, paraphrasing (three levels of paraphrasing: acknowledge & clarify, summarize & organize, shift level of abstraction), posing mediative questions (elements include: approachable voice, plural forms, tentative language, positive presupposition, open ended) at an Unconsciously Competent level. |
| Coach understands elements of rapport and research behind mirror neurons. |  | Coach applies elements of rapport (posture, gesture, tonality, language, breathing) in coaching interactions. |  | Coach consciously and purposefully applies elements of rapport (posture, gesture, tonality, language, breathing) when: (a) he/she anticipates tension or anxiety, (b) the coach is having difficulty understanding and/or connecting with another person. Coach effectively breaks and reengages rapport when navigating support functions. |
| Coach is aware of the states of mind and is able to identify them in a coachee. |  | Coach is able to identify the states of mind (and levels) of the coachee and sometimes matches questions with states of mind to illuminate high SOM and raise low SOM. |  | Coach consistently identifies the States of Mind (and levels) of the coachee and intuitively matches questions with states of mind to illuminate high SOM and raise low SOM. |
| Coach is aware of the purpose of a Calibrating Conversation. |  | The coach uses a Calibrating Conversation with a teacher as he/she reflects on a self-assessment tool. |  | The coach uses a Calibrating Conversation with a teacher as he/she reflects on a self-assessment tool. Coach facilitates professional goal setting as a result of the reflection. |

**Instructional Coaching Innovation Configuration 2**

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| **Desired Outcome 1.4: Recognizes and promotes opportunities for engaging in Cognitive Coaching conversations** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach listens for opportunities to engage in cognitive coaching conversations. |  | Coach capitalizes on opportunities to promote coaching in all interactions at the school (1:1 teacher interactions, grade level meetings, whole staff meetings). |  | Coach initiates opportunities to promote coaching in all interactions at the school. Coach collaborates with school leadership to create and articulate opportunities for cognitive coaching conversations as related to school improvement. Coach communicates those opportunities to staff. |
| **Desired Outcome 1.5: Demonstrates the ability to establish and build on-going trust in all relationships.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach seeks to develop trust with teachers, teams, principal (s), fellow coaches, and key district personnel and may practice benevolence, honesty, openness, reliability, and competence. |  | Coach works to establish trust with teachers, teams, principal (s), fellow coaches, and key district personnel through practicing benevolence, honesty, openness, reliability, and competence. |  | Coach establishes high level of trust with teachers, teams, principal (s), fellow coaches, and key district personnel through consistently practicing benevolence, honesty, openness, reliability, and competence. |
| Coach is aware of filters of perception: representational systems, cognitive styles, and educational belief systems. |  | Coach listens for some indicators of representational systems, cognitive styles, and educational belief systems and strives to match language to the coachee’s filters of perception. |  | Coach listens for indicators of representational systems, cognitive styles, and educational belief systems and consistently aligns coaching to the coachee’s filters of perception. |
| **Desired Outcome 1.6: Establishes and maintains collaborative relationships with school and district personnel.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach and the principal(s) are actively developing trust. The coach and the principal meet occasionally and focus on logistical decisions and/or are defining their working relationship. Coach understands the importance of transparency and confidentiality. |  | Trust exists between the coach and the principal(s). The coach and the principal meet regularly to focus on school improvement. Coach demonstrates transparency and confidentiality and may act as a liaison between staff and principal. |  | A high level of trust exists between the coach and the principal. The coach and the principal meet weekly to focus on school goals, review student achievement data, plan professional development, discuss curriculum and instruction, and foster a positive school culture and climate. Coach demonstrates transparency and confidentiality and acts as a liaison between staff and principal. |
| The coach is developing relationships and trust with instructional staff and is seeking interactions that support the improvement of instructional practice. |  | The coach establishes relationships and trust with the instructional staff. Interactions occur on a regular basis. Collaboration with instructional staff supports the improvement of instructional practice. |  | The coach establishes strong relationships and a high level of trust with the instructional staff. Purposeful and focused interactions occur on a regular basis. Collaboration with instructional staff consistently supports the improvement of instructional practices and is based on school goals. |
| The coach rarely communicates with district personnel regarding the school's instructional coaching program. The coach attends some required district-level meetings and trainings. |  | The coach communicates with key district personnel in support of the school's instructional coaching program and the coach's own professional growth. The coach attends required district-level meetings and trainings. Coach engages in required meta-coaching opportunities. |  | The coach effectively communicates and collaborates with key district personnel in support of the school's instructional coaching program and the coach's own professional growth. The coach consistently attends relevant district-level meetings and trainings. Coach engages in regular meta-coaching opportunities for purposeful personal growth in coaching skills. |
| The coach may collaborate with other instructional coaches. Coach attends IC Connect. |  | The coach sometimes collaborates with other instructional coaches to support personal learning and school goals. Coach attends IC Connect to build collegial rapport and maintain a support system. |  | The coach regularly collaborates with other instructional coaches to support personal learning and school goals. Coach regularly attends IC Connect to deepen collegial rapport, to maintain a support system, and to continually self reflect and refine the understanding of the impact of relationships within a coaching model. |

**Component: Cognitive CoachingSM**

**Instructional Coaching Innovation Configuration 3**

**Component: Data Coach**

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| **Desired Outcome 2.1: Promotes opportunities and builds capacity for the administration of assessments and the use of data to improve student achievement** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach has limited knowledge about the administration and uses of level-appropriate district assessments. Coach is beginning to understand how to use the assessment data to inform instruction. |  | Coach is knowledgeable about the administration and uses of most level-appropriate district assessments. Coach understands how to use the assessment data to inform instruction. Coach models data-driven instruction and collaborates with teachers to improve student achievement. |  | Coach is extremely knowledgeable about the administration, value, and uses of all level-appropriate district assessments. Coach deeply understands how to use the assessment data to inform instruction. Coach uses the gradual release model (teach, model, co-teach, observe) to build teachers’ capacity for data-driven instruction. |
| Coach has a limited understanding of data collection and analysis. |  | Coach understands data collection and analysis of qualitative and/or quantitative data sets. |  | Coach demonstrates a high level of understanding of data collection and analysis in both qualitative and quantitative data sets. |
| Coach may collaborate with school leadership to discuss possibilities for data dialogues within the building. |  | Coach collaborates with principal and school leadership teams/department chairs/data teams to create structures that allow time for data dialogues. |  | Coach consistently collaborates with principal and school leadership teams/department chairs/data teams to ensure that data driven instruction results from purposeful and regular data dialogues. |
| **Desired Outcome 2.2:** . **Demonstrates a deep understanding of the elements of the collaborative learning cycle - data dialogue** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach is aware of the three phases of the Collaborative Learning Cycle. Coach has data conversations with teachers/teams but may not follow the collaborative learning cycle. |  | Coach plans data dialogues to include activating and engaging, discovering and exploring, and organizing and integrating. Coach decides on data and creates a data display. Coach facilitates this process several times a year. |  | Coach carefully plans data dialogues to include activating and engaging, discovering and exploring, and organizing and integrating. Prior to the data dialogue, coach collaborates with team to decide which data is to be analyzed and coach creates meaningful data displays.  Activating and engaging stage includes surfacing predictions and assumptions. Discovering and exploring phase is focused on identifying trends, patterns, and noticings without speculation about causes. The organizing and integrating phase analyzes causal factors that lead to an action plan for instruction and further data collection. Coach facilitates this process every four to six weeks. |
| Coach is aware of the craftsmanship toolkit of psychological safety, data displays, inviting thinking, and room arrangement, but may not intentionally attend to the elements while planning for and facilitating data dialogue. |  | Coach attends to aspects of the craftsmanship toolkit including but not limited to: psychological safety, data displays, inviting thinking, and room arrangement. |  | Coach strategically attends to all aspects of the craftsmanship toolkit including but not limited to: psychological safety, data displays, inviting thinking, and room arrangement. Coach paraphrases and asks meditative questions throughout the process. |

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**Instructional Coaching Innovation Configuration 4**

**Component: Curriculum and Instruction Specialist**

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| **Desired Outcome 3.1: Coach maintains knowledge of current district vision that support standards based instruction.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| The coach is aware of and becoming familiar with our district’s vision of standards based instruction. (START process-Standards Transformation and Realignment in Thompson). Coach accesses resources to define and clarify our vision with staff. |  | The coach understands and supports our district’s vision of standards based instruction (START process-Standards Transformation and Realignment in Thompson). When necessary, coach defines and clarifies our vision with staff. |  | The coach coordinates and supports building efforts around the START process aligned with our district’s vision of standards based instruction. Coach champions the process. |
| The coach is aware of the principles of Standards Based Instruction, such as those outlined in Rigorous Curriculum Design. Coach participates in the process of prioritizing standards, assigning them to units, sequencing the units and the standards within those units. |  | The coach understands the principles of Standards Based Instruction, such as those outlined in Rigorous Curriculum Design. Coach utilizes the process of prioritizing standards, assigning them to units, sequencing the units and the standards within those units. |  | The coach assists teachers in understanding and facilitates the implementation of the principles of Standards Based Instruction, such as those outlined in Rigorous Curriculum Design. Coach utilizes the process of prioritizing standards, assigning them to units, sequencing the units and the standards within those units. |
| **Desired Outcome 3.2: Coach supports teachers in unit design.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| The coach is aware of and becoming familiar with the principles of Understanding by Design including but not limited to: big ideas, enduring understandings, essential questions, skills, knowledge, depth of knowledge, formative assessments, rubrics, performance tasks, differentiation, 21st century learning, etc. |  | The coach understands the principles of Understanding by Design including but not limited to: big ideas, enduring understandings, essential questions, skills, knowledge, depth of knowledge, formative assessments, rubrics, performance tasks, differentiation, 21st century learning, etc. |  | The coach understands and applies to their own practice the principles of Understanding by Design including but not limited to: big ideas, enduring understandings, essential questions, skills, knowledge, depth of knowledge, formative assessments, rubrics, performance tasks, differentiation, 21st century learning, etc. The coach regularly plans units of instruction and/or professional development using backwards design and reflects on and revises units based on data. Coach facilitates staff in developing their own understanding of the principles of Understanding by Design. |
| The coach works with staff in the creation and implementation of Understanding by Design unit maps, but does not lead or facilitate professional development. |  | The coach leads and facilitates staff through the creation of Understanding by Design unit maps. |  | The coach regularly leads and facilitates staff through the creation and implementation of Understanding by Design unit maps. The coach works with grade level teams on a regular basis to plan teaching and reflect on formative assessment data. Coach provides classroom support during the instructional phase of the unit. Coach assists in the development of rubrics and summative and formative assessments. Coach coordinates and guides efforts to evaluate and refine unit maps. |
| **Desired Outcome 3.3: Coach is knowledgeable and proficient in utilizing current research based best practices of instruction.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
|  |  | Coach is knowledgeable of current research based best practices of instruction. |  |  |
|  |  | Coach is proficient in utilizing current research based best practices of instruction. |  |  |

**Instructional Coaching Innovation Configuration 5**

**Component: Classroom Supporter**

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| **Desired Outcome 4.1: Coach supports instruction through purposeful and powerful coaching moves.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach may support classroom instruction through activities such as data collection, co- teaching, modeling, coaching conversations, and providing resources. Coach may coordinate classroom observations among teachers and facilitate reflecting conversations. |  | Coach promotes refinement of the professional's instructional skills through classroom support. Coach helps the professional identify his/her needs. Coach engages in activities such as data collection, co- teaching, modeling, coaching conversations, and providing resources. Coach may coordinate classroom observations among teachers and facilitate reflecting conversations. |  | Coach consistently promotes refinement of the professional's instructional skills through classroom support by mediating the professional’s identification of his/her needs. Coach then engages in activities such as data collection, co- teaching, modeling, coaching conversations, and/or providing resources. In addition, coach coordinates classroom observations among teachers and facilitates reflecting conversations to maximize professional growth. |
| **Desired Outcome 4.2: Coach supports instructional implementation of management strategies and protocols.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach may use data collection tools for a specific purpose to track trends of behavior and/or student learning. Coach may facilitate conversations around increased levels of time-on-task and student performance. |  | Coach is responsive to instructional staff member's requests and needs for data collection in the classroom. Coach uses a variety of data collection tools with accuracy and for a specific purpose to track trends of behavior and/or student learning. Coach uses his/her knowledge to assist the professional as he/she works toward increased levels of time-on-task and student performance. |  | Coach is responsive and proactive to instructional staff member's requests and needs for data collection in the classroom. Coach purposefully uses a variety of data collection tools with accuracy to track trends of behavior and/or student learning. Coach mediates the professional’s thinking as he/she works toward increased levels of time-on-task and student performance. |
| Coach is aware of and may use RtI, PBIS, and CHAMPS language and protocols when working with professionals on classroom behavior and management. |  | Coach facilitates and utilizes RtI, PBIS, and CHAMPS language and protocols when working with professionals on classroom behavior and management. |  | Coach consistently and skillfully facilitates and utilizes RtI, PBIS, and CHAMPS language and protocols when working with professionals on classroom behavior and management. Coach has regular communication with the RtI, Problem Solving, and PBIS building teams. |

**Instructional Coaching Innovation Configuration 6**

**Component: Learning Facilitator**

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| **Desired Outcome 5.1: Creates opportunities for ongoing collaboration throughout the building** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| When invited, the coach engages in professional collaboration with instructional staff as a co-collaborator, not as a facilitator. |  | The coach takes a leadership role in the development and facilitation of high quality, professional collaboration. The coach collaborates in a variety of ways and with grade level and content/department teams. Coach sometimes follows-up with collaborative teams to encourage further collaboration. |  | The coach strategically creates differentiated opportunities for the development and facilitation of high quality, professional collaboration that is research-based and tied to building goals and/or teachers’ professional goals (ie: peer learning labs, book studies, classroom visits, co-teaching, modeling, facilitating data dialogues, engaging in coaching conversations, etc) The coach builds capacity for staff to collaborate in a variety of ways and with a variety of teams. Coach actively follows-up with collaborative teams to encourage further collaboration and maximize the impact of school-wide professional development. |
| **Desired Outcome 5.2: Develops and facilitates ongoing school level professional development.** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| The coach may assist with planning and delivery of school-wide professional development. The coach is a member of the instructional leadership team. |  | The coach develops and facilitates whole school professional development that is student focused, research-based, data driven, and aligned with school goals. The coach actively participates and supports the work of the instructional leadership team as it relates to professional development. |  | The coach regularly develops and facilitates high quality, whole school professional development that builds the capacity for leadership and professional growth throughout the building (ie: TEN week, School Improvement team meetings, department/team meetings, or other building-level group meetings). Professional development is student focused, research-based, data driven, and aligned with school goals. . The coach identifies and advocates for the buildings’ professional development needs and ensures the work of the instructional leadership team is aligned with current research-based best practices. |
| The coach may facilitate small group staff development opportunities. The coach may contribute to the small group (team) meetings as a member, but not necessarily as a facilitator. |  | The coach facilitates small group staff development opportunities. Small group activities are focused, research-based, and aligned with school goals. |  | The coach regularly facilitates high quality small group staff development opportunities that includes embedded individual coaching opportunities, such as book studies and on-site learning labs that are student-focused, research-based, and aligned with school goals. Coach elicits high quality conversation through purposeful planning and facilitation skills. |
| The coach is aware of andragogy, organizational planning, and management of adult-learning interactions. The coach is acquiring knowledge from personal learning opportunities such as data dialogue training, coaching trainings, and other facilitation workshops. |  | During coaching events (PD, coaching conversations, or  team/district events), the coach demonstrates understanding of andragogy, organizational planning, and management of adult-learning interactions. The coach implements knowledge obtained from personal learning opportunities such as data dialogue training, coaching trainings, and other facilitation workshops. |  | During all coaching events (PD, coaching conversations, or  team/district events), the coach consistently applies principles of andragogy, organizational planning, and management of adult-learning interactions. The coach also seamlessly integrates knowledge obtained from personal learning opportunities such as data dialogue training, coaching trainings, and other facilitation workshops. |

**Instructional Coaching Innovation Configuration 7**

**Component: Leading and Learning**

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| **Desired Outcome 6.1: Acts as a school leader (visioning, modeling, mediating, coaching)** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach serves on the building leadership team. Some actions of the coach support school improvement through visioning, modeling, mediating and coaching. |  | Coach serves on the building leadership team and plays an active role. Most actions of the coach support school improvement through visioning, modeling, mediating and coaching. |  | Coach serves as a leader on the building leadership team. All actions of the coach exemplify and foster school improvement through visioning, modeling, mediating and coaching. |
| **Desired Outcome 6.2: Acts as a catalyst for change** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach is aware of the district strategic plan, building goals, and their connection to the work of the coach. |  | Coach demonstrates an understanding of district strategic plan and building goals and uses them to make decisions about their coaching work. |  | Coach embodies the mission and vision of the school and TSD and actively promotes the district strategic plan and school improvement plan. |
| Coach is developing an understanding of the change process and is beginning to understand that people vary along the continuum in adapting to change. |  | Coach understands the change process and where the  building/individuals are on the continuum. Coach uses strategies to move people along continuum in order to achieve district and building goals. |  | Coach has a deep understanding of the process of transformational change (ie: William Bridges’ *Managing Transitions*, Concerns Based Adoption Model) and where the building/individuals are on the continuum. Coach effectively initiates and uses differentiated strategies to move people along continuum in order to achieve district and building goals. |
| **Desired Outcome 6.3: Models continuous learning** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Coach attends instructional coach meetings (ie: IC Connect, triads, etc.). Coach keeps a monthly log of interactions and submits it to IC Coordinator. Coach sets SMART goals. |  | Coach participates in all instructional coach meetings (ie: IC Connect, triads, etc.) and makes connections to improve their practice. Coach keeps a monthly log of interactions and consistently submits it to IC Coordinator on time and shares it with principal. Coach sets SMART goals and reviews progress toward those goals with principal. Coach keeps a calendar schedule. |  | Coach actively participates in all instructional coach meetings (ie: IC Connect, triads, etc.), makes connections, and applies insights to improve practice. Coach uses monthly log to self-reflect and refine his/her practice. Coach sets SMART goals and regularly reviews progress toward those goals with principal using coach log and other data sources. Coach is transparent about his/her calendar/schedule with both the principal and staff at the building and ensures high visibility with the staff. |
| Coach attends professional development at  his/her building site, at district trainings, and IC Connect meetings. |  | Coach is involved in professional development at  his/her building site, at district trainings, and IC Connect meetings; participates, collaborates, and contributes as a member of the learning community. |  | Coach is actively involved in professional development at his/her building site, at district trainings, and IC Connect meetings; showing invested interest and contributing to the collective knowledge of the participants. Coach actively contributes to the facilitation according to his/her role, prior knowledge, and expertise at IC Connects, District PD, Team PD, and building site PD. Coach demonstrates role of "lead learner" at all PD events attending or facilitating. |
| Coach selects professional development opportunities that may or may not relate to the school goals and/or a coach’s personal growth goals. Coach may communicate with building leadership about the content of the coach's professional learning. |  | Coach selects professional development opportunities that are related to the school goals and/or a coach’s personal growth goals. Coach ensures timely communication with building leadership about the content and implications of the coach's professional learning. Coach notifies stakeholders of the relevance of the PD to his/ her personal learning and how the PD contributes to the school goals. |  | Coach strategically selects professional development opportunities that are aligned with the School Improvement Plan and/or a coach’s personal growth goals. Coach brings new ideas to building leadership regarding how to consciously and purposefully integrate new learning into coaching interactions with all stakeholders. |
| Coach may or may not engage in opportunities for self-reflection. |  | Coach engages in opportunities for self-reflection. The coach models what it means to be a reflective practitioner. |  | Coach engages in, facilitates, and seeks out opportunities for self-reflection. The coach models and promotes what it means to be a self-directed, reflective practitioner. |
| Coach reads assigned coaching resources, including: *Taking the Lead, Cognitive Coaching Learning Guide, Using Data to Improve Instruction, Instructional Coaching- the*  *Partnership Approach.* |  | Coach reads and accesses coaching resources, including: *Taking the Lead, Cognitive Coaching Learning Guide, Using Data to Improve Instruction, Instructional Coaching- the*  *Partnership Approach.* |  | Coach actively seeks, reads, and utilizes resources about best practices in coaching, including but not limited to: *Taking the Lead, Cognitive Coaching Learning Guide, Using Data to Improve Instruction, Instructional Coaching- the Partnership Approach.* Coach actively synthesizes information into their coaching practices. |